MAINE OPERATIONAL PROCEDURES FOR THE MEA (ALTERNATE) - SCIENCE PERSONALIZED ALTERNATE ASSESSMENT PORTFOLIO (PAAP)

2014-2015 Administration

This document is intended for use in conjunction with the "PAAP Administration Handbook." This document will be available prior to testing on the Maine Department of Education (MDOE) web page at http://www.maine.gov/doe/paap/administration/index.html

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1. ENROLLMENT ISSUES

All special education students enrolled in Maine public schools, including Maine's public charter schools or in a private school approved for tuition that enrolls at least 60% publicly funded students are required to participate in state assessment. Those students, due to their significant cognitive disability, who can not participate in the general assessment even with accommodations, are required to participate in an alternate assessment (PAAP & NCSC). Schools are responsible for updating individual student enrollment information in Infinite Campus State Edition (ICSE) to ensure that PAAP and ESEA accountability reports reflect accurate information.

The official student data of record will be supplied by ICSE for all PAAP assessment reports and ESEA accountability determinations. It is essential that schools keep their ICSE data current. To ensure access to the Task Bank, schools must update and verify student enrollment in special education by end of day on November 7, 2014. Special education students must be flagged in order to have access to the Task Bank. To ensure accurate mailing of return materials, schools must update and verify student enrollment as of **March 1, 2015** in ICSE.

The PAAP is appropriate only for students with the most significant cognitive disabilities whose curriculum is aligned with the alternate grade level expectations. "Students with the most significant disabilities" refer to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices. For more information regarding eligibility for PAAP, please refer to the PAAP Administration Handbook, found at: http://www.maine.gov/doe/paap/administration/index.html

The word "student" throughout this document refers to only those students who meet eligibility criteria for alternate assessment. Please reference the appropriate MeCAS assessment operational procedures document for those students who do not meet alternate assessment eligibility requirements.

Students who move during the PAAP testing window must be exited from the enrollment of the former school on the last date of attendance and enrolled in Infinite Campus by the new attending school immediately. The receiving school must then contact the MDOE to move the students' Task Bank enrollment.

1.1 Public Schools

Each student attending a school in Maine who is publicly funded must be enrolled in ICSE with a "Primary Enrollment".

- Students who move out of a school must be exited from the enrollment of the former school on the last date of attendance. If a written request for records has not been received, the student should be considered truant. Students who move into a school must be enrolled in ICSE by the new attending school immediately.
- Expelled students are no longer considered to be part of a school's official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in ICSE with an enrollment type of "N Special Ed Services".
- Suspended students are considered to be part of a school's official enrollment.

• Habitually truant students are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or are at least 7 years of age and have not completed grade 6 and have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. These students remain enrolled at their school and their truancy status on the Infinite Campus Truancy tab should be updated as the school follows the protocol for habitually truant students.

2014-2015 PAAP ADMINISTRATION

- For assessment and accountability purposes only, a habitually truant student is considered one for whom the superintendent has completed an "Official Parent Notification" according to MRSA 20-A 5051-A (2) (C) and delivered the notification in hand or by registered mail to the parent(s)/guardian(s) of the truant student and the student is coded on the Infinite Campus Truancy tab as "1C".
- Students who have been adjudicated and are committed to a Youth Development
 Center are enrolled in the educational program provided at that site. These students
 must be exited from the enrollment of the former school and enrolled in ICSE by the
 new school immediately.
- Students detained by law enforcement during the PAAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.16, below).

1.2 In-State Public Program in Resident SAU

Students who are attending a program in their resident School Administrative Unit (SAU) that is located in a school other than their resident school should be enrolled in their resident school.

1.3 In-State Public Program in Non-Resident SAU

Students who are publicly tuitioned to an in-state public program (e.g., regional special education day treatment, alternative education, etc.) in another SAU should be enrolled in their resident school in their resident school administrative unit.

1.4 In-State Private Special Purpose School (approved by MDOE)

Each student enrolled in a public school who is tuitioned by an SAU to an MDOE-approved in-state private special purpose school will have a primary enrollment with the resident SAU in ICSE and must have a partial enrollment in the private special purpose school.

1.5 Residential Treatment Centers as defined in Title 20-A § 1 (24 A) (D) (3)

Students who live at a Residential Treatment Center 100% of the time and are State Agency Clients and receive 100% of their education at the same Residential Center where they live will be enrolled by the MDOE Special Services Team in the MDOE School as primary enrollments. The Residential Treatment Center will then enroll the students as partial enrollments, completing the Resident Town and Resident SAU fields with "Maine Department of Education".

1.6 Out-of-State Schools/Programs

Students who were enrolled in a Maine public school, but are receiving their educational program outside the state of Maine during the PAAP testing window, should be exited from the Maine school and enrolled in "Non-Maine SAU" for the period they are gone. Resident school units should contact the MEDMS Help Desk to enroll the student in the "Non-Maine SAU" and to re-enroll the student in the Maine school when they return.

2.0 PARTICIPATION ISSUES

All students who are publicly funded, enrolled in Maine public schools, and participate in state assessment through the MEA (Alternate) – Science (PAAP) shall participate in grades 5, 8, and in the 3rd year of high school, except for those who meet the criteria for Special Considerations (see section 2.15, below). This includes students designated as state wards, state agency clients, or homeless.

NOTE: Federal law mandates that students participating in alternate assessment participate in all content areas in which their same age/grade peers participate. Therefore science and writing portions and the PSAT are required, although scores are not used for ESEA determinations. All ESEA implications refer to reading and mathematics.

2.1 Students Attending Public Schools

Each publicly funded student enrolled in a Maine public school shall participate in the PAAP except for those who meet the criteria for Special Considerations (see section 2.15 below).

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.2 Students Attending a Public Program in Resident SAU

Each student attending a program in the resident SAU that is not located in the resident school shall participate in the PAAP. Return materials will be provided to the resident school for return to the testing contractor during the scheduled UPS pick-up.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.3 Students Attending Public Programs in Non-Resident SAU

Students who are publicly tuitioned to an in-state program (e.g., regional special education, alternative education, etc.) in a non-resident SAU through financial arrangements other than tuition shall participate in the PAAP. Return materials will be provided to the resident school for return to the testing contractor during the scheduled UPS pick-up.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.4 Students Attending Private Special Purpose Schools/Residential Treatment Centers (approved by MDOE)

Students who attend in-state private special purpose schools/residential treatment centers will participate in the PAAP in the school they are attending. Return materials for the PAAP are shipped directly to the private special purpose school/residential treatment center. The student's results on the PAAP will be included with the results for the resident SAU.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.5 Students Attending Out-of-State Schools/Programs

Students receiving their educational program outside the state of Maine during the testing window will not participate in the assessment.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.6 Students who Reside Out-of-State and are enrolled in Maine Public Schools

Out-of-state residents who are tuitioned to a Maine public school and meet alternate assessment participation criteria **may** participate in the PAAP at no cost. Their scores will appear in school and SAU assessment reports.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.7 Students who have been Retained

A student who has been retained at a grade level **will** participate again at that grade level. **ESEA Accountability Implications:** PAAP Science participation and performance are not used for ESEA Accountability.

2.8 Students who Move during the Testing Window (PAAP Participants)

It is the school's responsibility to immediately update ICSE when a student moves. The two schools should coordinate completion of testing for the student. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during the testing window. Should this occur, it will be necessary for the school to appeal the participation and/or performance finding during the data review phase of the ESEA accountability process if the finding could impact a school's ESEA accountability status. Scores will be reported to the school where the student was enrolled when the test was submitted.

2.8.1 Into a Maine Public School on or prior to March 1st

When a student moves into a Maine public school from either out of state or another Maine school **on or prior to** March 1, 2015, the PAAP must be completed. Any PAAP work completed to date should be sent to the receiving school for incorporation into the final portfolio.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.8.2 Into a Maine Public School after March 1st

When a student, participating in alternate assessment through the PAAP, moves into a Maine public school **after** March 1, 2015, the PAAP work completed before the moving date shall be submitted by the original school for scoring. The receiving school does not need to administer a new PAAP. For out-of-state arrivals, no assessment is required.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.9 Students who are English Learners (ELs)

All ELs eligible for alternate assessment who were enrolled in a United States school for the first time prior to October 1, 2013 are required to participate in PAAP science.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.9.1 Recently Arrived EL Students

A recently arrived EL is an EL who was enrolled in a school in the United States for the first time on or after October 1, 2013, as indicated in the appropriate field in ICSE "Date Entered US School". School enrollment on or after this date is the criterion used to make the determination for the type of required participation in the 2014-2015 PAAP administrationn as set forth below.

2.9.2 English Language Proficiency Testing

All K-12 ELs in Maine, including recently arrived ELs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs® or during the testing window of **December 2, 2014 to January 31, 2015.** English learners who enroll after the testing window has closed must be assessed with either the WIDA W-APT™ or WIDA MODEL™ and the following information must be faxed to the MDOE (207-624-6771) prior to the end of the testing window; Student Name, State ID, Grade, School the WIDA W-APT™ or WIDA MODEL™ composite score, and Sate Administered. The score report should be kept on file.

ESEA AAccountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.10 Students Not Present During Testing

Students not present for testing will be considered to be non-participants, except for those students described in sections 1.1 (Public School ~ detained by law enforcement), 1.6 (students enrolled in an out-of-state school/program) and 2.15 (students with Special Considerations approved by MDOE).

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.11 Students who are Habitually Truant

Habitually truant students who do not participate in the PAAP due to absences during the testing window will be considered non-participants in the PAAP. Any issues or questions related to habitually truant students should be addressed through the ESEA accountability appeals process. Please note: For ESEA accountability purposes, habitually truant students are those students for whom the "Official Parent Notification" criterion cited in section 1.1 has been met and coded on the ICSE truancy tab.

2.12 Suspended Students

Suspended students are expected to participate in the PAAP.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.13 Students Detained at the Youth Development Centers

Students detained by law enforcement during the PAAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.15, below).

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.14 Students Committed to the Youth Development Centers

Students who have been adjudicated and are committed to a Youth Development Center take part in the PAAP through the educational program provided at that site.

2.15 Student Conditions Requiring Special Considerations

Generally, if a student can receive instruction, the student can participate in a state assessment. However, in rare instances, students are unable to participate in either instruction or assessment. In these cases, a request for Maine DOE approval of non-participation in a state assessment must be made. The Maine DOE-approved reasons for allowing non-participation in a state assessment are called Special Considerations and fall within five broad areas:

- **Medical Emergency/Serious Illness:** Students experiencing a documented significant and fully incapacitating medical emergency or serious illness, such as: a terminal illness, a serious car accident, hospitalization, or placement in hospice care.
- **Severe Emotional Distress:** Students experiencing a documented significant and fully incapacitating emotional trauma that extends across the entire test window and prevents the student from participating in instruction offered either at school or at home.
- **Death in the Immediate Family:** Students experiencing the loss of a close family member.
- **Agency Involvement:** Involvement by an outside agency such as Department of Health and Human Services or detention by law enforcement pending adjudication.
- Exigent Circumstance: A situation that doesn't meet any of the above criteria must be discussed with Nancy Godfrey, Assessment Coordinator at 207-624-6775 and/or Sue Nay, Alternate Assessment Coordinator at 207-624-6774 Maine DOE prior to the submission of the request. Absence due to behavior issues, suspensions, or truancy does not meet this definition and are not eligible for appeal.

Special Consideration requests must be submitted by the last day of the testing window of the applicable state assessment. These requests must be based on a decision made by an educational team that includes as appropriate; the student's teachers, special education teacher, English as a Second Language endorsed educator, school counselor, principal, parent or legal guardian, and, if possible, the student. This educational team collects and reviews information, and documents the decision. The principal completes the Request for Special Consideration (Form 1) and obtains the parent's consent (Form 2).

Requests are reviewed by the Special Considerations Review Panel at Maine DOE who may request additional information when needed. Forms 1 and 2 are located at the end of this document and on the test administration page for each assessment program located at: http://www.maine.gov/doe/paap/administration/index.html.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.16 Students in Ungraded, Multi-Age Programs

Students in ungraded, multi-age programs will participate at the ICSE grade levels assigned to the students by the school.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.17 Parent/Student Refusals

Federal and Maine laws require that all students be tested.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

2.18 Home-Schooled Students

Home-schooled students, including those enrolled in ICSE and taking some coursework in the public school, may take the test on an optional basis at the local school, if the local school agrees. These students are not considered to be part of the school's official enrollment for purposes of

PAAP testing and ESEA accountability. Individual Student Reports containing scores of home-schooled students are returned to the local school for distribution but are not included in the scores for the school.

3.0 ADMINISTRATION ISSUES

The PAAP must be administered in accordance with the rules contained in the PAAP Administration Handbook.

3.1 Student Registration (PAAP)

Student registration will occur through the online Task Bank from December 1, 2014-March 1, 2015. Any student appearing on the PAAP Roster on the online Task Bank on March 1, 2015 will receive return shipment materials. When students have partial enrollments in ICSE, both resident and attending schools will need to collaborate to make sure the student is being assessed. Resident schools are responsible for ensuring students, including those in regional or private special purpose programs, are assessed.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

3.2 Students with Behavioral Issues

Students who must be removed from PAAP testing for inappropriate behavior may be allowed to resume testing at a later time.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

3.3 Students Experiencing Emergency Situations

If a student experiences an emergency situation during the testing window that prevents participation in the PAAP, the principal should request a Special Consideration (See section 2.16, above).

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

3.4 Blank/Non-Scorable Student Responses

If there is a blank student work template or there are no scorable items (e.g., unrelated drawings, expletives, but not answers), the student will not receive a score.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

3.5 Incomplete Student Responses

If testing is incomplete, the student earns a score based on the items s/he has answered/submitted.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

3.6 Out-of-Level Assessments

Students may not be assessed with material developed for a different grade level. The grade level of record is the grade level in ICSE. Those students in their 3rd year of high school, regardless of the grade level placement, must be given the 3rd year assessment.

ESEA Accountability Implications: PAAP Science participation and performance are not used for ESEA Accountability.

3.7 Extensions to the PAAP Testing Window

Since the PAAP window is 5 months, no extensions will be given. All student scores must be submitted electronically by 5pm of the last day of testing (April 30, 2015).

3.8 Late Return of Portfolios

Any PAAP received later than one week from the UPS pick-up date will not be scored.

GLOSSARY

Accountability – Previously referred to as Adequate Yearly Progress or AYP, the Elementary and Secondary Education Act, or ESEA accountability, is a federal measure of school performance required by the *No Child Left Behind Act*. A school meets the accountability targets if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet attendance goals (K-8).

Attending School - The school which a student attends daily.

English Learner (EL) – This designation refers to a **subset of students** whose English proficiency in **any** of the language modalities (reading, writing, listening, or speaking) is significantly below that of their peers. A student is classified as an "English Language Learner" based on the student's English language proficiency as measured by WIDA ACCESS for ELLs®.

Full Academic Year (FAY) – A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine, a full academic year is defined as being continuously enrolled in a school from October 1 through the end of the academic "teaching" year.

Individual Educational Program – A program designed by a team of individuals, including parents, responsible for determining a student's eligibility for special education and related services, including the student's avenue of participation in the NECAP. (Maine Unified Special Education Regulations, Chapter 101, July 19, 2013)

Infinite Campus State Edition (ICSE) – The statewide student management system.

Limited English Proficient (LEP) – An LEP designation refers to students who are English learners (ELs) and is a category in ICSE and assessment and accountability reports. Any student whose English Language Proficiency in ICSE is 03 (Limited English Proficiency) or 04 (Transitioned Back to LEP) would be considered LEP.

Maine Comprehensive Assessment System (MeCAS) – MeCAS consists of state required assessments, supplementary assessment resources, optional high school assessments, and national/international assessments.

State Required Assessments include:

MEA – English Language Arts/Literacy & Mathematics – The testing program developed by Smarter Balanced that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes.

MEA – (Alternate) English Language Arts/Literacy & Mathematics – The alternate to Maine's required State achievement for accountability assessment designed by the National center and State Collaborative (NCSC) specifically for students with the most significant cognitive disabilities. NCSC is a fully implemented academic assessment that provides the basis for achievement and accountability reporting.

MEA – Science – Maine's measure of student achievement in science.

MEA – (Alternate) Science – Maine's measure of achievement in science for students with the most significant cognitive disabilities will continue to administer the Personalized Alternate Assessment Portfolio (PAAP.

Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs®)

MEA (Alternate)-English Language Proficiency

Supplementary Assessment Resources include:

MEA Interim Assessments - ELA/Literacy and Mathematics – for optional use at grades 3-8 and in the 3rd year of high school.

MEA Digital Library – ELA/Literacy & Mathematics for optional use at grades K-12.

Optional High School Assessments include:

ReadiStep - Grade 9,

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) – Grade 10, Scholastic Achievement Test (SAT) – Grade 11 and the ACCUPLACER – Grade 11.

National/International Assessments include:

National Assessment of Educational Progress (NAEP) grades 4-8

Trends in International Mathematics and Science Study (TIMSS) – selected schools only Progress in Informational Reading Literacy Study (PIRLS). (not during 2014-15)

Partial Enrollment – A student who is tuitioned to an out-of-district educational setting has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the out-of-district educational setting.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and State laws require that all students be included in the MEA – Science. To that end, four avenues of participation are provided (Standard Administration, Administration with Accommodations, Alternate Assessment, or a combination of these). Maine's Alternate Assessment for science is the PAAP. The PAAP is the alternate to Maine's required State assessments, designed specifically for students with significant cognitive disabilities. The PAAP is a fully implemented academic assessment that provides the basis for achievement reporting.

Recently Arrived EL Student – A recently arrived EL is an EL who was enrolled in a school in the United States for the first time on or after October 1, 2013 as indicated in the appropriate field in ICSE "Date Entered US School".

Resident School or Resident SAU – The school or school administrative unit where the student's parent/guardian resides.

SAU (for ESEA accountability purposes) – A school administrative unit "SAU" may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document.

Sending SAU – For the purposes of this document, a sending SAU is one that has fiscal responsibility and pays tuition for students to attend schools in another SAU.

PAAP Testing Window – The administration window for the PAAP is from December 1, 2014 through April 30, 2015.

WIDA ACCESS for ELLs® – The testing window for the WIDA ACCESS for ELLs® is December 2, 2014 to January 31, 2015.

MAINE OPERATIONAL PROCEDURES

2014-2015 PAAPFAGEMISENDSIVRATION

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P DN

MAINE DEPARTMENT OF EDUCATION – FORM 1: REQUEST FOR SPECIAL CONSIDERATION

FORM 1: R	EQUES	ST FOR SE	PECIAL CO	ONSIDERA	TION				' Ľ			
STUDENT INFORMATION FORM						Requ	uest	Date:				
Student Name					State Stud	lent ID	#					
Grade		School						SAU				
Principal Name					Phone/ext	:-						
Principal Ema	il											
		Danas	for Dom.	ant for Cur	sial Canaid	lawati aw	. /-:		-\			
		Reason	i for Requ	-	ecial Consid	eration	1 (CI	rcie on	e)	l		
Medical Emergency/ Serious Illness		Severe Emotional Distress		Death in the Immediate Family		Agency Involvement				Exigent umstances	; *	
*Exigent cir	*Exigent circumstances must be discussed with DOE personnel before submission of the request.											
		Student	is unable	to particip	ate in the fo	ollowin	g: (circle o	ne)			
MEA – Science						MEA – (Alternate) Science (PAAP)						
MEA – ELA/Literacy & Mathematics MEA -						- (Alternate) ELA/Literacy & Mathematics (NCSC)						
The criteria below request for non-part						t by the	e pr	rincipal	prior to	submiss	ion of this	
Assurances by principal:						Yes	No	o If no	If no, then add comment(s):			
1. Did a team convene to discuss this request?												
2. Does the student agree with this request?												
3. Has a parent/guardian signed the consent form and agreed to share relevant information with the MDOE Special Considerations Review Team as needed? (Form 2)												
4. I certify that this student cannot participate in INSTRUCTION, even with accommodations, during the test window.												
5. I certify that this student cannot participate in ASSESSMENT, even with accommodations, during the test window.												
I certify that the info	ormation	n contained	I within this	s notification	n is complete	e and a	ccur	ate.				
Principal's Signature	e		Date			_						

This form must be faxed to the MDOE Att. Charlene Tucker, Director of Assessment & Accountability, at (207-624-6683) no later than the last day of testing.

FORM 2: PARENT CONSENT SIGNATURE FORM

(Do not submit to Maine DOE; retain in school file with student record)

I have consulted with the school district and agree with this request to exempt my child from statewide assessment. I understand that this means I will have no statewide assessment data for my child for the year of instruction being assessed.

Student's name:				
By signing this request,				
I do □ / do not □ (check of from statewide assessment	, •	•	-	otion for my child
I do □ / do not □ (check necessary with a member of	, 0			t he request if
Parent Name (Please Print)				
 Parent Signature	 Date	/_	/	